

# Vocabulary activity instructions

## 1A Days of the week / Numbers 1-20

A pairwork spelling activity

### Language

days of the week, numbers 1-20

- Give each student a worksheet and tell them to look at the letter snake. Tell them to find the numbers and days and write them in the correct place in the lists.

eight, five, twelve, Thursday, thirteen, twenty, Monday, nineteen, fourteen, Saturday

- Sts complete the two lists with the missing numbers and days. Monitor and check.

- Get Sts to decipher the code and write the words.

1 eleven 2 Tuesday 3 eight

- Each student thinks of three words, days, or numbers and puts them into the code. They dictate the code to a partner and he / she writes the words.

## 1B The world

Filling in a chart and gap fill activity

### Language

countries, nationalities, languages

- Give each student a worksheet. Sts look at exercise a, and fill in the two columns.
- Check answers.

**Country:** Poland, Spain, Hungary, Germany, Egypt, China, Turkey  
**Language:** Polish, Spanish, Hungarian, German, Egyptian, Chinese, Turkish

- Sts look at exercise b. Sts identify the countries and nationalities from the pictures and complete the sentences.

1 Japan 2 Brazilian 3 Australia 4 African 5 Irish  
6 Russia 7 Swiss 8 the Czech Republic

## 1C Classroom language

Completing sentences

### Language

common classroom expression: *look at the board*

- Give each student a worksheet. Tell Sts to look at the picture and use the words in the list to complete the gaps. Point out that column 1 is what the teacher says and column 2 is what the students say.

**Teacher:** 2 Look 3 Close 4 Open 5 Read 6 Turn off  
7 Sit 8 Go

**Student:** 9 late 10 don't 11 How 12 Excuse 13 What  
14 help 15 Can

## 2A Common objects

An anagram activity

### Language

everyday objects: *key, sunglasses, coin*

- Explain to Sts that they are going to solve the anagrams and match them to the pictures of common objects. If necessary write a few anagram examples on the board, e.g. *sitsue – tissue*.
- Give Sts a worksheet and get them to order the letters to form words. Then tell them to match them to the pictures.
- Check answers.

b a coin 1 c a purse 11 d a watch 5 e a wallet 12  
f a file 10 g scissors 9 h a magazine 6 i a laptop 4  
j sunglasses 8 k a key 2 l a diary 3 m a ticket 13  
n a stamp 14 o an umbrella 15

- Sts cover the words and look at the pictures to test each other.

## 2B Opposite adjectives race

A race to find the opposite adjectives

### Language

common adjectives: *fast, slow*

- Put Sts in pairs and give each student a worksheet face down.
- Tell Sts they are going to write the opposite of the adjectives as quickly as possible. Everyone starts at the same time. The pair who completes the list correctly first win the race. Set a time limit of e.g. 3 minutes and tell Sts to stop. Check answers.

1 cheap 2 slow 3 clean 4 difficult 5 far 6 thin  
7 low 8 right 9 poor 10 bad 11 ugly 12 strong  
13 full 14 dark 15 short 16 old

- When Sts finish they can test each other by asking  
a) *What's the opposite of...?* b) *page turned down...*

## 3A Verb Phrases

Matching verbs and phrases

### Language

common verb phrases: *listen to music*

- Give each student a worksheet and get them to fill in the verb column from the list. They must use *do* and *play* twice.

2 have 3 do 4 go 5 drink 6 live 7 read 8 speak  
9 take 10 study 11 work 12 listen 13 say 14 wear  
15 eat 16 do 17 play 18 watch 19 like 20 play

- Sts test themselves or each other by covering the verb column and saying the phrases with *I*.

### 3B Jobs

A puzzle matching pictures and jobs

#### Language

jobs: *waiter, pilot*

- Put Sts in pairs and give each student a worksheet. Tell them they are going to complete the crossword with names of jobs.
- Explain that they have to look at the pictures and decide what job they associate with the objects.
- If Sts are having difficulty you could help them by giving some of the letters.

2 architect 3 musician 4 vet 5 model 6 pilot  
7 teacher 8 hairdresser 9 lawyer 10 nurse 11 builder  
12 journalist 13 receptionist 14 soldier

### 4A The family

Deciding if sentences are true or false

#### Language

family members: *father, son*

- Put students in two groups, **A** and **B** and give each student a copy of worksheet **A** or **B**.
- In groups, Sts look at the family tree and statements 1–10. Sts write T (true) or F (false) for each statement. Monitor the groups to make sure their answers are correct.
- Tell Sts they are going to work with a student from the other group. Put Sts into pairs. Explain that they have to read their statements to each other, say if they are true or false, and correct the false statements.
- Sts then test each other by asking questions, e.g. *Who is Sally's aunt?*

### 4B A day in the life of an aerobics teacher

Telling a story from the pictures

#### Language

everyday activities: *she gets up at 6.00 a.m.*

- Give each student a worksheet of the picture story and explain that this is the daily routine of an aerobics teacher. With the class quickly go through the sequence to elicit the verbs from the Sts. Focus on -s for the third person.
- |                                 |  |
|---------------------------------|--|
| 1 She wakes up at 6.00 a.m.     | 9 She teaches / works from 10.00 a.m. to 1.00 p.m. |
| 2 She gets up at 6.15 a.m.      | 10 She has lunch at 1.30 p.m.                      |
| 3 She does exercise.            | 11 She teaches / works from 3.30 p.m. to 5.30 p.m. |
| 4 She has a shower.             | 12 She goes home.                                  |
| 5 She gets dressed.             | 13 She cooks dinner.                               |
| 6 She has breakfast.            | 14 She watches TV.                                 |
| 7 She goes to work.             | 15 She goes to bed at 10.30 p.m.                   |
| 8 She gets to work at 9.30 a.m. |  |
- Pair Sts and ask them to describe the aerobics teacher's day together. Encourage them to add information, e.g. *She has cereal and fruit for breakfast.* (picture 6) and link to sentences with *then*.

#### Extra idea

- You could ask Sts in what way their daily routine is similar.
- Sts could ask you about your day, e.g. *Do you get up at 6.15? How do you go to work?*
- Sts could ask each other questions about the story, e.g. *Where does she have lunch? Does she go to work by bus?*

### 5A More verb phrases

Matching verbs and phrases

#### Language

common verb phrases: *buy a ticket*

- Put Sts in pairs and give them a worksheet of the word search. Tell them to look for verbs, first horizontally and then vertically, that match phrases a–o. Get them to write the verbs in the list and to match them to each phrase. Make sure Sts circle *forget* and not *get*.
- Check answers.

3 forget g 4 meet f 5 use i 6 play a 7 wait h  
8 take c 9 tell n 10 hear l 11 give b 12 paint j  
13 sing k 14 see d 15 find m

### 5C The weather

A pairwork activity describing the weather

#### Language

weather words and verbs: *sunny, rain*

- Copy and cut up the worksheets into **A** and **B**.
  - Put Sts into pairs **A** and **B** and give out worksheets. Give Sts a few minutes to do exercise **a** individually and then check answers.
- 1 windy 2 sunny 3 cloudy 4 raining 5 snowing
- Focus on **b**. Remind them of the question *What's the weather like?* Explain that they are going to ask each other questions in pairs to complete the missing information in the **Weather** and **Temperature** columns. Point out the model questions and answers on their worksheet and remind them of the word *degrees*.
  - Pair Sts and monitor as they do the activity.
  - When they finish, Sts can compare their information to check.

### 6B Dates

A pairwork activity practising saying dates

#### Language

dates and months: *the sixth of July*

- Write a few examples on the board in a similar small grid. Explain that Sts are going to practice saying dates.

	1	2	3
<b>A</b>	6/7	22/9	30/5
<b>B</b>	15/8	3/1	1/6

- Say a reference, e.g. *What's the date in A2* and get Sts to tell you the date.

- Tell Sts they are going to do a similar activity. Put Sts in pairs and give each student a worksheet **A** or **B**. Give them a few minutes to look at their worksheet. Practise pronouncing the letters on the left correctly.
- Explain that they have to complete their grid by asking questions about the empty squares. Point out the example at the top of their worksheet.
- Sts compare their grids when they have finished.

## 7C go, have, get

### Matching verbs and phrases

#### Language

expressions with *go, have, get*

- Copy and cut up the worksheets into **A** and **B**.
- Put Sts into pairs **A** and **B** and give out the worksheets. Give Sts a few minutes to do exercise **a** individually and then check answers.

**Student A:** 1 go 2 get 3 have 4 get 5 go 6 get 7 go  
8 have 9 have 10 go

**Student B:** 1 have 2 go 3 have 4 have 5 go 6 get  
7 go 8 go 9 have 10 get

- Focus on **b** and get Sts to ask and answer their questions. Remind them to 'rebound' the questions, e.g. *What about you?* / *And you?*

## 8B Race round the house

### Naming household objects from definitions

#### Language

household objects and furniture

- Put Sts in pairs and give each student a worksheet face down. Tell them they have to identify house vocabulary as quickly as possible.
- Start the activity and set a time limit. Any pairs who have all the correct answers wins.

1 an armchair 2 a lamp 3 pictures / paintings 4 a mirror  
5 a bedroom 6 a carpet 7 a cooker 8 air conditioning  
9 stairs 10 a cupboard 11 a fridge 12 a bathroom  
13 a ceiling 14 a washing machine

#### Extra idea

- When Sts finish, they could cover the definitions and in pairs define the words in the list to each other in their own words.

## 8C Prepositions of place

### A describe and draw activity

#### Language

prepositions of place: *on, under*

- Revise the prepositions quickly by making a quick drawing on the board or using the classroom. Remind Sts of *there is / are*, and *on the right* and *on the left*.
- Tell Sts they each will have a picture of a room which they have to describe to their partner. Their partner will draw the picture, exactly as they describe it.

- Put Sts into pairs **A** and **B** and give out worksheets. Give them a few minutes to think and to clarify any doubts with you before they describe their room to their partner.
- When Sts have finished they look at the originals and compare them with what they have drawn.

## 9A Food

### Naming food from pictures

#### Language

Verb phrases: *made of stone, hear the music*

- Give each student a worksheet and tell them they have to use the pictures to find one food word for each letter of the alphabet.
- You could do this as a race in pairs. In this case make sure everyone starts at the same time and set a time limit.

a apple	i ice cream	r rice
b bread	j juice	s sandwich
c carrots	l lettuce	t tomato
e egg	m mushrooms	v vegetables
f fish	o onion	y yoghurt
h hamburger	p peas	

## 9C Numbers dictation

### A pairwork activity to practise saying high numbers

#### Language

high numbers: *one hundred and one*

- Put Sts in two groups **A** and **B**. Give everyone a worksheet **A** or **B**. Tell them to write the numbers in words on their sheet. Monitor for correct spelling.
- In their **A / B** groups get them to practise saying the numbers aloud.
- Pair Sts **A / B** and tell them to dictate their numbers to each other. Tell them to write the numbers in the **Your partner's numbers** column.
- When Sts finish they look at their partner's worksheet to check their answers.

## 10A Places and buildings puzzle

### Solving a puzzle to find a hidden phrase

#### Language

buildings and places: *post office, chemist's*

- Give each student a worksheet of the puzzle. Explain that they have to write the answers to the clues in the puzzle. If their answers are correct they will find a phrase in the shaded area down the middle of the puzzle.
- Sts can do this individually or in pairs.

1 post office 2 hospital 3 square 4 church  
5 chemist's 6 mosque 7 bridge 8 town hall 9 market  
10 theatres 11 museum 12 car park 13 river  
14 station 15 art gallery

**Missing phrase:** places in the city